

Muskingum University
Teacher Education Programs
Lesson Plan Format

Teacher _____ Subject _____ Grade _____

School Building _____

I. Learning Goals

- Identify the new Ohio Learning Standard(s) **OR** Common Core Standard(s) addressed in this lesson:

- Describe the interconnections among the components of the content within the discipline and the relationship of the content to *at least* two other content areas. Specifically describe how the content taught in your lesson relates to at least two other content areas.

Resources:

Language Arts
Mathematics
Science
Social Studies

<https://education.ohio.gov/Topics/Learning-in-Ohio>

Click on the red Ohio's Learning Standards
Under Explore Learning Standards
click on Language Arts – Mathematics – Science – Social Studies

- What will your students know and be able to do at the end of this lesson? (Include the **student learning target** – “**I can/am able to ...**”)

II. Student Background Knowledge and Experience

- What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?
- What are preconceptions, common errors, and misunderstandings related to the content of this lesson?
- How do you know if students have the knowledge and skills they need in order to be successful?
- How will you use or accommodate the diverse experiences that your students bring to class (gender, race/ethnicity, English language proficiency, economic status, exceptionalities, skill level, learning styles)?

III. Instructional Procedures

- Content summary, including concepts and essential understandings:
- Teaching methods:
- Academic Language (content vocabulary AND general academic vocabulary used across the discipline *e.g. Bloom's Taxonomy, key words, phrases, and symbols*: Note: address each of *these* specifically listing the academic language students are expected to learn and use.)

IV. Classroom Environment

- Identify the components of the classroom environment (room arrangement, grouping patterns, learning resources, and materials) needed for teaching the entire planned lesson. Provide a strong rationale for each of the environmental decisions made.
- Room arrangement (with rationale provided):
- Grouping patterns (with rationale provided):
- Learning resources, including technology (with rationale provided):

V. Instructional Activities

Lesson sequence (include important *questions* to ask students). Time Allotted
Provide a **thorough** description of each:

Opening:

Main Activities:

Closing:

VI. Assessment/Evaluation

How will you know if **each** student has met the learning goals?

Formative strategies:

Summative assessment:

Attach assessments and assessment criteria.

VII. Adaptations (e.g. IEP, 504 plans, WEP)

Modifications: If lesson objective and/or significant content learning goals need to be changed to alter the expectations for a student (e.g. reduced number of problems, or lower level Bloom's or for gifted student(s) extensions to advance progress).

Accommodations: If other components such as method, activity or materials of lesson are changed to help students meet the learning goal (e.g. extended time, scribe, reader, spell checker, electronic device, or guided notes).

Student Name (samples e.g. gifted, ELL, special needs: physical, cognitive, emotional)					
What needs are you addressing for this student in this lesson?					
Learning Goals (modification as to what student will be expected to know or do)					
Teaching Methods					
Teaching Materials					
Academic Language (identify variation based upon student needs)					
Student Activities					
Student Materials					
Assessment/ Evaluation (allows for student demonstration of learning)					

VIII. Reflection (if lesson is taught):

- What went well? How do you know?
- What did not go well and how do you know?
- If you could teach this lesson again, what would you do the same? Why?
- What would you do differently? Why?
- Which individual or group did particularly well? How do you account for this performance?
- What will/would you do tomorrow or try in the future with this individual or group?
- Which individual or group appeared to be having problems? How do you account for this performance?

Note: justify your next steps with research and/or theorists must provide targeted support to individuals and groups to improve their learning.